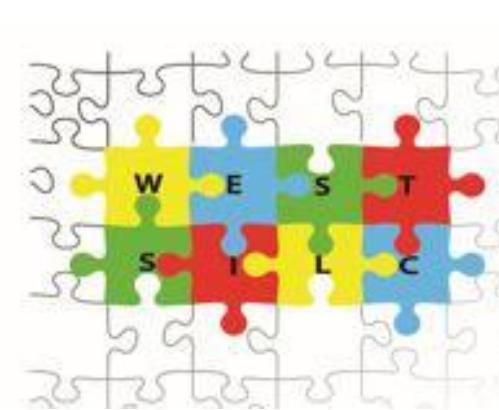


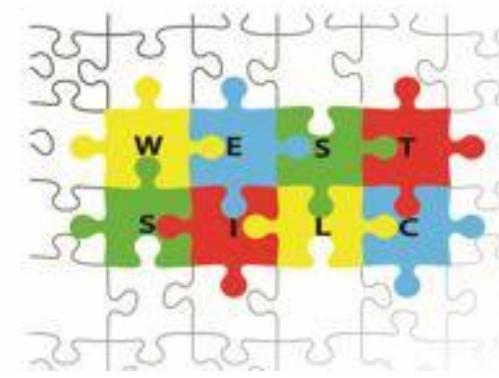


# *Physical Education* at West SILC



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# Overview

At West SILC, Physical Education is a vital part of our holistic curriculum, supporting the physical, emotional, and social development of all learners across a range of needs and pathways. Our PE curriculum is inclusive, personalised, and designed to promote movement, body awareness, and lifelong healthy habits. Whether through sensory integration, therapeutic movement, or structured sport and skills-based lessons, all learners are supported to develop confidence, physical competence, independence, and a love of being active. From engagement-level learners accessing rebound therapy and sensory circuits to those developing team skills and healthy competition in games and swimming, PE at West SILC empowers every learner to achieve their personal best in a way that is meaningful and motivating to them.



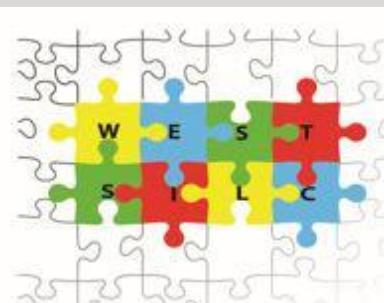
# Subject Intent

Our aims are to:

- Develop and improve fundamental movement and motor skills, tailored to individual needs and abilities, so that all learners can access and engage in physical activity. This includes alternative and functional mobility (e.g., rolling, crawling, assisted walking) where traditional movement is not accessible.
- Foster an understanding of the importance of an active and healthy lifestyle, and the role that movement, exercise, and physical wellbeing play in improving quality of life. This includes embedding physical activity into daily routines and life skills sessions, as well as formal PE lessons.
- Cultivate a love of movement, sport, and physical activity, inspiring all learners to find enjoyment and confidence in physical exploration, regardless of whether they are working at an engagement level or accessing subject-specific PE content. We aim to motivate learners to carry positive physical habits into adulthood.
- Promote self-awareness and healthy competition, encouraging learners to challenge themselves through personal goals (e.g., achieving a new movement, maintaining balance, improving coordination) as well as structured opportunities to compete alongside and against peers when appropriate.
- Encourage the development of vital life skills, such as:
  - Teamwork, through collaborative games and adapted group activities
  - Independence, by supporting learners to take part in physical routines with minimal assistance
  - Resilience, through encouraging persistence, trying new skills, and overcoming challenges in a supported environment
- Provide access to swimming and water-based physical development where possible, developing both water confidence and essential life-saving skills. This supports independence, safety, and access to a wider range of recreational and wellbeing opportunities.
- Support sensory integration and regulation needs, particularly for learners with complex sensory processing challenges, through structured movement experiences such as sensory circuits, rebound therapy, and activities in the sensory integration room.
- Embed physical education across all curriculum pathways by adapting approaches to meet the specific needs of learners.

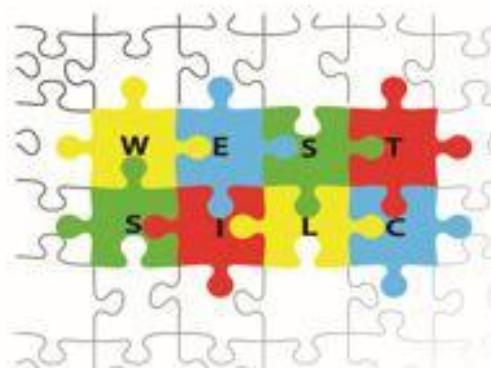
At West SILC, the intent of our Physical Education (PE) curriculum is to ensure that every learner—regardless of physical ability, communication profile, cognitive level, or pathway placement—has access to meaningful, enjoyable, and developmentally appropriate physical activity that enhances their physical, emotional, and social wellbeing.

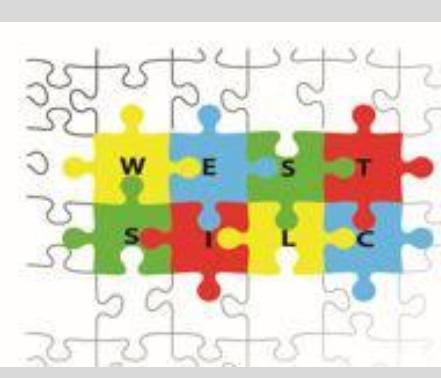
In all cases, the PE curriculum is designed to empower learners, promote active lifestyles, and ensure that every learner has the opportunity to achieve personal physical milestones, however large or small, in a safe, inclusive, and nurturing environment.



# Implementation by pathway

PE is delivered very differently across the school in all of our different pathways. At the end of the academic year we hold 'Sports Week' which is an opportunity for the school community to come together and celebrate achievements and joint activities in PE.





## Explore pathway



In the Explore pathway, our approach to Physical Education and development is holistic, therapeutic, and highly responsive to the needs of each individual learner. Our learners present with a wide range of complex learning needs, sensory processing differences, and physical challenges. As such, PE and physical development are not treated as a stand-alone subject but are embedded throughout the curriculum, daily routines, and play-based learning—both indoors and outdoors.

We follow the MOVE Programme where appropriate, a structured framework and assessment tool for developing functional physical skills such as sitting, standing, walking, and transitions between positions. For learners with the most complex physical needs, we use MATP-style PE sessions that deliver high-quality adapted sports activities through functional, sport-based motor skill development. Rebound Therapy is also used on a regular basis and encourages postural control, balance, and motor planning. In addition, hydrotherapy is a key element of our therapeutic provision which offers muscle strengthening and joint mobility in a calm, low-impact environment.

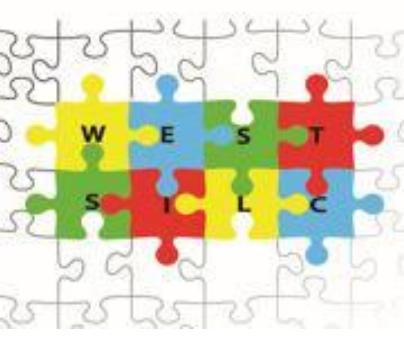
### Sensory Circuits and Integration

To support readiness to learn, learners have access to regular sensory circuits and the Sensory Integration room, where they can:

- Alert, organise, and calm through movement-based sequences
- Use resources such as tunnels, swings, squeeze rollers, and weighted objects
- Regulate their sensory systems to improve focus and reduce anxiety

These sessions are adapted to each child's sensory profile and communication needs, often supported visually with now/next boards and adult modelling.

# Explore pathway



## Play and outdoor learning

Through carefully planned continuous provision, learners access:

- Construction and block play (for spatial awareness and coordination)
- Water and sand play (supporting pouring, scooping, and resistance)
- Role play and sensory trays (with movement and posture embedded)
- Fine and gross motor stations (threading, stacking, crawling spaces)

Staff intentionally use play schemas and child-led exploration to build physical skills in motivating, meaningful ways.

Outdoor environments offer rich, multi-sensory opportunities that promote generalisation of skills and physical confidence:

- Engaging with natural textures (e.g., grass, bark, water)
- Exploring slopes, balance trails, tunnels, and wheeled toys
- Using large equipment for climbing, crawling, and problem solving
- Enhancing self-regulation through nature and movement

Outdoor play is central to our daily rhythm, offering children opportunities for choice, independence, and gross motor exploration in a stimulating setting.

## Teaching and Support Approach

- PE and physical development are delivered by skilled class teams with in-depth understanding of learners' communication methods, regulation needs, and physical profiles.
- Lessons and activities are visually supported and routinely structured to build familiarity and independence.
- Learners are supported on a 1:1 or small group basis, depending on their needs, with opportunities for choice, anticipation, and active participation embedded into all activities.



# Explore long term plan

Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Pupils will work on physical development skills through continuous provision which they will access daily.</p> <p>Pupils also access outdoor provision as part of continuous provision to develop their physical skills.</p> <p>The pupils will also have access to hydrotherapy and rebound throughout the week.</p>					
1	<b>Gymnastics – floor work</b> Making different shapes on the floor e.g. tuck, star, straight, pike and straddle	<b>Reaction and response (Fairytale)</b> Run forward quickly on a signal and stop quickly	<b>Counterbalance (Seaside)</b> Sit down and see how far pupils can reach to the sides without falling over			
2	<b>Dance – moving to music</b> Pupils to move their bodies to music both standing and, on the floor, practice transitioning between standing shapes and floor shapes	<b>Jumping and landing (Space)</b> Jumping and landing on 2 feet, from 1 foot to 2, forwards and backwards, side to side	<b>Floor work (Cat)</b> Moving around on all fours, balancing objects on pupils backs as they move around.			
3	<b>Stance (Tightrope)</b> Balance on a line, lift up heels, bending knees	<b>Dynamic balance (Train)</b> Walking forwards and backwards on a line, lifting knees up	<b>Ball skills (Clown)</b> Rolling a ball along the floor around the body whilst sitting, rolling the ball up and down the body whilst sitting with legs out			
4	<b>Seated balance (Jungle)</b> Lift hands and feet off the floor individually to check balance whilst seated	<b>Footwork (Bike)</b> Moving from side to side in both directions Example activity: Step on the coloured spots	<b>Ball chasing (Squirrel)</b> Roll a ball, chase it and collect it			
5	<b>Sending and receiving (Juggling)</b> Rolling a ball between hands, against the wall and to a partner	<b>One leg balance (Pirate)</b> Practice balancing on one leg and doing this on both legs for 5 seconds	<b>Gymnastics – flight and rotation</b> Practice different jumps e.g. 2 feet, hop, tuck, leap			





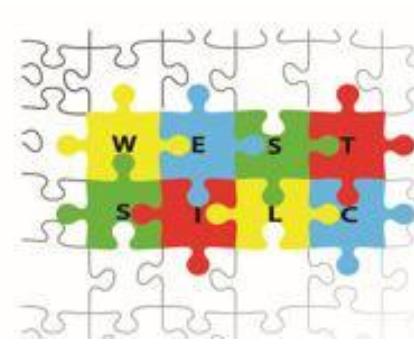
# Engage Pathway

A high proportion of learning time is allocated to meeting the physical needs of our learners following a three-pronged approach, supporting the postural management needs of the learners, developing functional mobility and providing physical development activities. Postural management is essential to the health and well-being of our learners. All learners have regular changes of position using a variety of equipment, and all learners who need to, access rebound therapy and hydrotherapy delivered by school staff. This work is supported by NHS physiotherapy provision. As a pathway we follow the MOVE programme which is a framework and assessment system for developing functional sitting, standing and walking skills with the aim of making learners as independent as possible.

Through the Engage pathway, physical and sensory development activities we use with our learners include:

- Hydrotherapy sessions include therapeutic practice that involves the use of water, typically in a warm pool, to support physical, sensory, and cognitive development. Hydrotherapy also creates an immersive environment that engages multiple senses (touch, sight, sound, and temperature) in a way that can be both soothing and stimulating, depending on the needs of the learner. Hydrotherapy has physical benefits for our learners such as improved Muscle Tone and Strength: The resistance of water allows for gentle exercises that can strengthen muscles and improve joint mobility. It can also help improve flexibility, as the warmth of the water allows muscles to relax, making stretching and movement exercises easier and more effective. Hydrotherapy can also have a Calming effect. The warm and soothing properties of water can help reduce stress and anxiety. Hydrotherapy sessions often have a calming, therapeutic effect, helping to regulate emotions and promote relaxation.
- Rebound therapy involves using a trampoline (rebounder) to promote physical, emotional, and cognitive benefits for learner. It is uses gentle bouncing or movement on a trampoline to facilitate movement, enhance balance, regulate muscle tone (either increasing or decreasing it), promote relaxation, and support sensory integration. Rebound can also promote communication where, learners may demonstrate positive reactions, such as smiling or making vocalisations, in response to the movement and interactions with familiar adults.

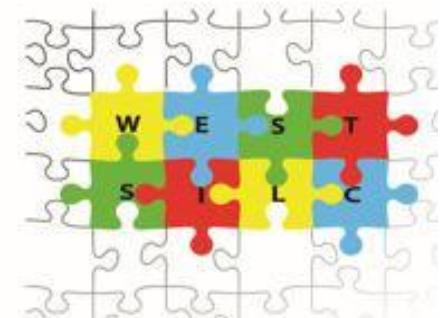




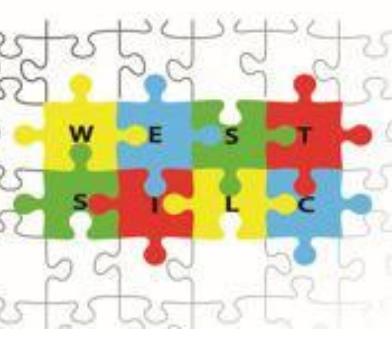
# Engage Pathway

- MOVE aims to enhance independence and participation in daily activities by focusing on developing core skills such as sitting, standing, walking, and transferring between positions. The MOVE Programme is used to promote functional skills, such as moving from sitting to standing, walking, or transitioning between different positions. Through using the MOVE principles, we aim to help our learners develop independence and greater mobility. “Learn to move and move to learn”
- Postural management is fundamental to ensuring that learners have the best possible access to learning and participation in school experiences. All staff are trained to understand the importance of postural management and how to assist learners in adjusting their positions throughout the day. These changes are throughout the school day and are dependent on the learner's needs.
- MATP (Motor Activity Training Programme) is a sports programme for people with Complex Support Needs. It provides a high-quality PE session for our learners with complex needs supporting the development of motor skills.
- VI activities we use targeted activities that develop visual skills such as tracking, light perception, and visual attention. Activities may involve light-up toys, contrast boards, tracking objects, or using switch-activated visually stimulating resources. These are carefully tailored to each learner's vision level, ensuring they can access learning and develop visual awareness.
- Outdoor play means we can take our learning outdoors to promote the generalisation of skills in a different context. Outdoor environments provide learners with the chance to engage in movement, exploration, and sensory experiences in a more natural setting. This nature setting offers rich, multi-sensory input (e.g., wind, grass textures, sounds), which supports regulation, alertness, and wellbeing. Outdoor play also promotes physical development and opportunities for interactions.
- Annual Sports Week gives us the opportunity to celebrate our physical development. learners can try new experiences such as adapted bikes, inclusive games and challenges that support participation at every level. It is a wonderful week with a range of collaborative activities that encourage confidence and joy in movement. These events support social inclusion and reinforce the importance of physical activity in every learner's life.

# Engage Pathway



# Aspire Pathway



In the Aspire pathway, Physical Education is carefully planned to meet the unique physical, sensory, and developmental needs of learners with complex communication profiles, many of whom are working below subject-specific learning levels and are assessed through the Engagement Model. These learners often experience severe learning difficulties, alongside co-occurring sensory processing differences, physical challenges, and regulation needs. Therefore, PE is not approached as a traditional subject but as a therapeutic, sensory-integrated experience that supports engagement, regulation, motor development, and body awareness.

The focus of PE for this cohort is to:

- Promote body awareness, spatial orientation, and postural control
- Develop gross motor skills including balance, core strength, and coordination
- Support self-regulation through targeted sensory-motor activity
- Encourage engagement, anticipation, initiation, and active participation (core tenets of the Engagement Model)
- Provide meaningful physical experiences that enhance quality of life and well-being

Lessons are planned using developmentally informed, multi-sensory strategies that align with individual physical and sensory profiles. Each learner's EHCP physical development outcomes and PLP (Personal Learning Plan) small steps are central to lesson design.



# Aspire Pathway

## Core Elements of Provision

### Sensory Circuits

- Delivered daily or as needed to support regulation and readiness to learn
- Activities are structured into three phases:
  - Alerting (e.g., bouncing, jumping, spinning)
  - Organising (e.g., crawling through tunnels, pushing/pulling)
  - Calming (e.g., deep pressure, slow movement)
- These circuits support motor planning, sensory modulation, and executive functioning



### Sensory Integration Room

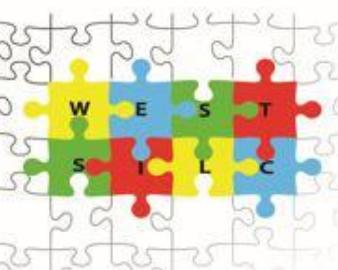
- Used for 1:1 or small group targeted sessions
- Activities promote vestibular, proprioceptive, and tactile input using swings, weighted objects, squeeze tunnels, and soft play
- Facilitates body regulation, reduces anxiety, and improves motor coordination in a low-demand, safe environment

### Rebound Therapy

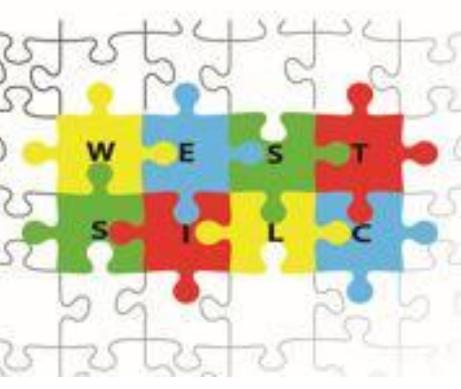
- Offered to appropriate learners as part of their personalised PE or therapy provision
- Delivered using a trampoline with a trained facilitator
- Promotes joint attention, postural control, motor planning, and core stability
- Helps stimulate proprioceptive and vestibular systems while offering an opportunity for joyful movement

### Teaching and Staffing Approach

- PE is delivered by class teams who understand the learners' sensory profiles, physical capabilities, and communication methods
- Sessions are highly structured and visually supported, often using now/next boards, photos, symbols, or physical cues
- Learners are supported 1:1 or in small groups with a high level of staff responsiveness to regulation needs
- Opportunities for choice, anticipation, and initiation are embedded throughout, aligning with the Engagement Model pillars



# Connect Pathway



Learners in Connect often require high levels of adult support, have sensory processing needs, and benefit from a multi-sensory approach to physical activity. Their learning is heavily reliant on repetition, concrete experiences, and body-based exploration.

Physical Education in the Connect pathway emphasises:

- Development of controlled and confident movement
- Using physical activity as a way to support communication and self-awareness
- Accessing multi-sensory movement opportunities to regulate the body and emotions

Learners develop physical control and coordination through:

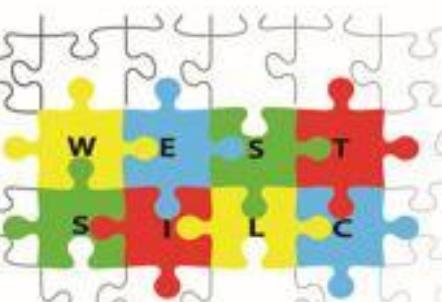
- Sensory circuits and sensory integration activities (alerting, organising, calming)
- Rebound therapy and hydrotherapy, where available
- Activities such as:
  - Running, jumping, dancing, balancing
  - Yoga-inspired movement and body awareness
  - Fine and gross motor exploration through play-based PE tasks
  - Swimming or water play to promote mobility and regulation

Approach to Teaching PE in Connect:

- Lessons are visually structured and adapted to individual communication styles
- Staff focus on engagement, anticipation, imitation, and physical expression
- Activities build on EHCP targets, and may be delivered 1:1 or in small groups
- PE lessons are delivered once every week, as well as elements of physical activity being woven into many other lessons and sessions throughout the day.
- Regular sports coaching sessions from external coaches i.e. football coaching from Leeds United Football Club
- An offer of a range of physical activities during weekly Discovery Clubs i.e. dodgeball, cricket, multi-sports (invasion games), tennis

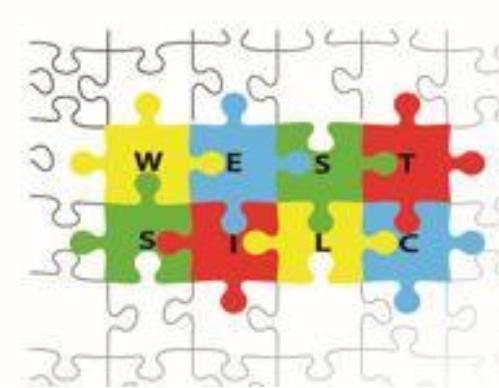


# Connect Primary long term plan



Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<b>Footwork:</b> Basic stepping patterns, walking in different directions. <b>One-Leg Balance:</b> Supported balancing, using walls or a partner.	<b>Jumping &amp; Landing:</b> Assisted jumping with two feet. <b>Seated Balance</b>	<b>Real Dance</b> Exploring body shapes.	<b>Real Gym</b> Balancing on different body parts.	<b>Real PE</b> Dynamic Balance & Stance: Walking heel-to-toe.	<b>PE – Indoor and Outdoor inclusive games and Athletics</b> Rolling, catching, and throwing. <b>Ball Skills</b>
2	<b>Ball Skills:</b> Bouncing and catching a ball. <b>Counterbalance:</b> Partner leaning exercises.	<b>Sending &amp; Receiving:</b> Underarm throws. <b>Reaction &amp; Response:</b> Quick response games.	<b>Real Dance</b> Partner mirroring. <b>Footwork:</b> Side-stepping and faster movement changes.	<b>Real Gym</b> Exploring travel methods.	<b>Ball Chasing:</b> Faster tracking. <b>Floor Work:</b> Developing movement sequences.	<b>PE – Indoor and Outdoor inclusive games and Athletics</b> Relay races.
3	<b>Footwork:</b> Dodging and quick changes. Complex movement patterns. <b>One-Leg Balance:</b> Balancing on soft surfaces.	<b>Jumping &amp; Landing:</b> Controlled hopping over Sequencing jumps. <b>Seated Balance</b>	<b>Real Dance</b> Creating sequences with partners.	<b>Real Gym</b> Combining balance and travel.	Dynamic Balance & Stance: Balancing while carrying objects. Advanced challenges.	<b>PE – Indoor and Outdoor inclusive games and Athletics</b> Small-team games.
4	<b>Ball Skills:</b> Dribbling and controlled bouncing. Counterbalance: More advanced partner balance.	<b>Sending &amp; Receiving:</b> Catching a moving ball. <b>Reaction &amp; Response:</b> Responding to different cues.	<b>Real Dance</b> Group routines.	<b>Real Gym</b> Advanced sequences.	<b>Ball Chasing:</b> Quick pursuit. Tracking and stopping with precision. <b>Floor Work:</b> Balancing transitions.	<b>PE – Indoor and Outdoor inclusive games and Athletics</b> Competitive adapted games.





# Connect Secondary long term plan



Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Footwork</b>  <b>One Leg Balance</b>	<b>Jumping and Landing</b>  <b>Seated Balance</b>	<b>Dynamic Balance</b>  <b>Ball Skills</b>	<b>Sending and Receiving</b>  <b>Counter Balance</b>	<b>Reaction and Response</b>  <b>Floor Work.</b>	<b>Ball Chasing</b>  <b>Stance</b>

# Climb pathway



Learners in Climb are more likely to access aspects of the National Curriculum for PE, and can participate in structured, skill-building sessions. Many learners benefit from routines, repetition, and visual scaffolding but are capable of developing teamwork, coordination, and independence in physical activities.

PE in the Climb pathway builds on:

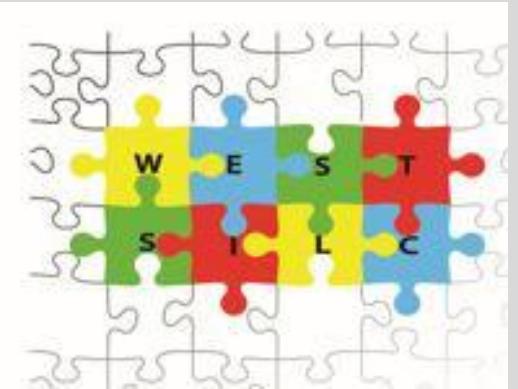
- Developing technical physical skills (throwing, catching, jumping, balance)
- Understanding rules and sequences in sports and games
- Building teamwork, leadership, and social resilience (e.g., learning to lose, taking turns)

Learners access a wide range of activities, including:

- Primary pupils weekly PE sessions build on developing fundamental movement skills, balance, core strength, ball skills etc.
- Secondary Climb pupils weekly PE sessions build pupils understanding of team games and provides opportunities for pupils to experience a range of sport and physical activities
- Swimming lessons at Pudsey Leisure Centre
- Dance, yoga, athletics, ball games, and movement circuits
- Team games to build collaboration and self-regulation
- An offer of a variety of physical activities during Discovery Clubs on a weekly basis i.e. dodgeball, cricket, multi-sports (invasion games), tennis
- Sports coaching sessions from external coaches i.e. rugby with Leeds Rhinos, Yorkshire cricket, Leeds united football
- Involvement with Well Schools which includes panathalons and multi schools events (eg. Bramley Olympics) and also adapted bikes

## Approach to Teaching

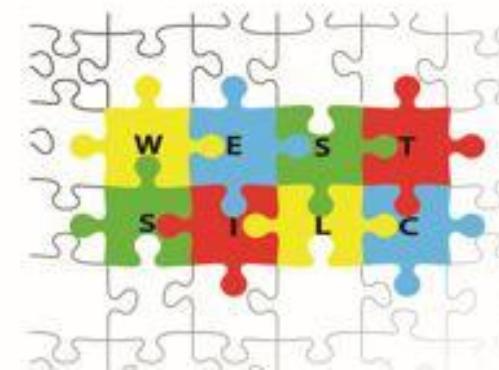
- Use of clear visual cues, demonstrations, and structured progression
- Emphasis on skill development, positive peer interaction, and active lifestyles
- Encouragement of personal bests, team roles, and healthy competition
- Where appropriate, learners are encouraged to lead warm-ups or games, promoting confidence and responsibility



# Climb

## Primary long term plan

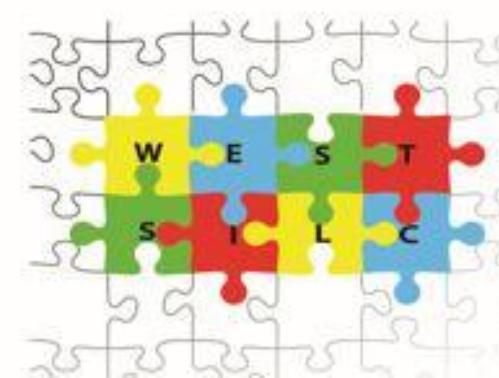
Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Footwork: Basic stepping patterns, walking in different directions. <b>One-Leg Balance:</b>	<b>Jumping &amp; Landing:</b> Assisted jumping with two feet. <b>Seated Balance</b>	<b>Real Dance</b> Exploring body shapes.	<b>Real Gym</b> Balancing on different body parts.	<b>Real PE</b> Dynamic Balance & Stance: Walking heel-to-toe.	<b>PE – Indoor and Outdoor inclusive games and Athletics</b> Rolling, catching, and throwing. Ball Skills
2	Ball Skills: Bouncing and catching a ball. Counterbalance: Partner leaning exercises.	Sending & Receiving: Underarm throws.  Reaction & Response: Quick response games. /	Dance- Partner mirroring. Footwork: Side- stepping and faster movement changes.	<b>Real Gym</b> Exploring travel methods.	<b>Real PE</b> Ball Chasing: Faster tracking. Developing movement sequences.	<b>PE – Indoor and Outdoor inclusive games and Athletics</b> Relay races.
3	Footwork: Dodging and quick changes. Complex movement patterns. <b>One-Leg Balance</b>	Jumping & Landing: Controlled hopping over obstacles. Sequencing jumps. <b>Seated Balance</b>	<b>Real Dance</b> Creating sequences with partners.	<b>Real Gym</b> Combining balance and travel.	Dynamic Balance & Stance: Balancing while carrying objects. / Advanced challenges.	<b>PE – Indoor and Outdoor inclusive games and Athletics</b> Small-team games.
4	Ball Skills: Dribbling and controlled bouncing. Counterbalance: More advanced partner balance.	Sending & Receiving: Catching a moving ball. Reaction & Response: Responding to different cues.	<b>Real Dance</b> Group routines.	Real Gym Advanced sequences.	Ball Chasing: Quick pursuit. Tracking and stopping with precision. Floor Work: Balancing transitions.	<b>PE – Indoor and Outdoor inclusive games and Athletics</b> Competitive adapted games.



# Climb Secondary long term plan

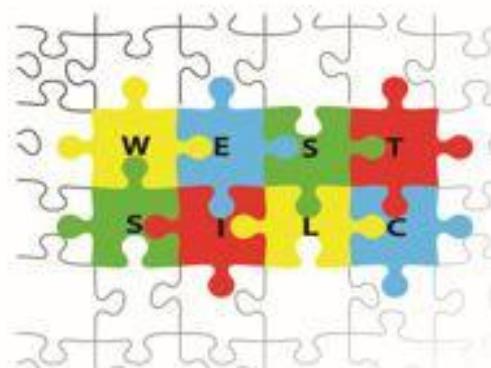


Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Introduction to invasion games: Football Dribbling/control	Introduction to invasion games: Rugby Passing and catching	Gymnastics shapes, balance, rolling	Fitness fun: circuits and movement games	Athletics basics: running, jumping, throwing	Striking & fielding games: basic hitting and catching Cricket
2	Team games: Football Passing/working as a team	Introduction to basketball Ball control skills/passing	Gymnastics: combining movements, using equipment safely	Health & Fitness: fun circuit training and understanding exercise effects	Athletics: improving technique in jumps and throws	Striking & fielding: teamwork and playing simple matches Rounders
3	Football, basketball, tag rugby: small team games with rules		Fitness games: resistance bands, fun challenges	Health-related fitness: knowing how to warm up and cool down	Athletics: setting personal goals (e.g. beat your best jump)	Striking & fielding: understanding rules of simple games Cricket/rounders
4	Introduction to individual games: Badminton	Introduction to individual games: Tennis/pickleball	Health & Fitness: designing own circuit	Striking & fielding: improving aim and decision-making Cricket	Dodgeball: throwing/catching/blocking & dodging the ball	Outdoor athletics: running Short-distance sprints/relay races/obstacle courses
5	Inclusive sports: Boccia/seated volleyball	Health and fitness: circuits Designing and completing circuit including warm up and cool down	Development of team games: rugby/basketball/football Moving with the ball/shooting	Athletics: jumping standing long jump/target jumps/hurdle stepping and jumping	Athletics: throwing Beanbag toss/soft javelin	



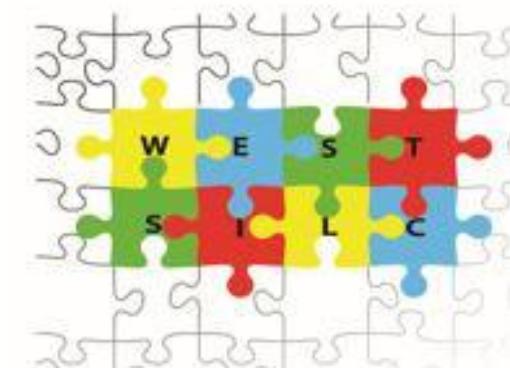
# Elevate pathway

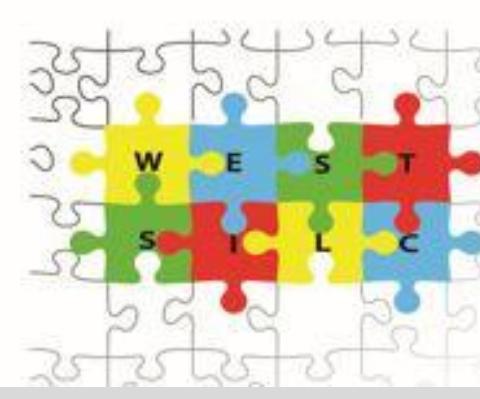
learners attend PE lessons twice per fortnight as part of their mainstream timetable. These lessons are delivered by PE specialists and supported by West SILC staff. learners have the opportunity to access a range of equipment and partake in a range of sports including football, rugby, athletics, gymnastics and dance. There is a fitness suite within school which is used for lessons but is also open after school for learners to access. At KS4, learners have the option to undertake an Entry Level Qualification in Sports Studies dependent upon the uptake of the year group. learners also learn about physical development and the importance of healthy lifestyles in their Life Skills lesson as part of their ASDAN qualification. This involves topics on the importance of exercise and a balanced diet.



# Elevate pathway

Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Introduction to invasion games. (Rugby / Football / Basketball) Dance / Aesthetics fundamentals		Introduction to invasion games (Football, Basketball) Fitness for health Gymnastics		Invasion <a href="#">games</a> introduction (Basketball / Football) Games activities - Striking and fielding	
8	Invasion games - development of Rugby / Football / Basketball Aesthetics - Flight / Dance introduction Development of Dance		Health, fitness and exercise development. Football development Invasion games - Tag Rugby		Rhythmic Gymnastics Basketball development Athletics activities development Striking and fielding development	
9	Fitness training / dodgeball Team games - football / rugby Individual games - Badminton		Fitness training / dodgeball Team games - football / rugby Individual games – Badminton Team games - football / Tag rugby Dance - application Individual games - Badminton		Basketball application Football / rugby application Athletics Striking and fielding Individual games - Badminton	
10 – sports science	Unit Title: R183 Nutrition and sports performance		Unit Title: R181 Applying principles of training: Fitness and how it affects skilled performance		Unit Title: R181 Applying principles of training: Fitness and how it affects skilled performance	
11 – sports science	Unit Title: R183 - Nutrition and sports performance R180 -Reducing the risk of sports injuries and dealing with common medical conditions		Unit Title: R180 - Reducing the risk of sports injuries and dealing with common medical conditions		Unit Title: R180 - Reducing the risk of sports injuries and dealing with common medical conditions	





## WAIP

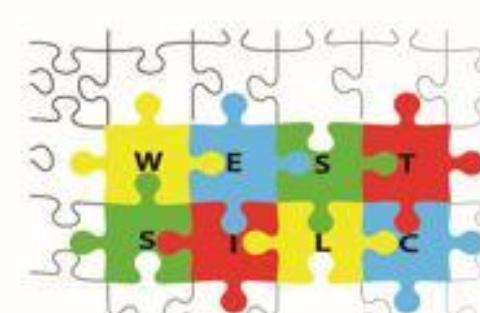


Many of our learners seek to manage some of the most common mental health problems such as phobic anxiety, depression and resilience. We have developed our curriculum offer to ensure the right conditions and support systems are in place to help address the learners' individual issues and needs.

The Royal College of Psychiatrists provides clear guidance on the benefits of physical exercise and the effect it has on chemical compounds such as serotonin and dopamine.

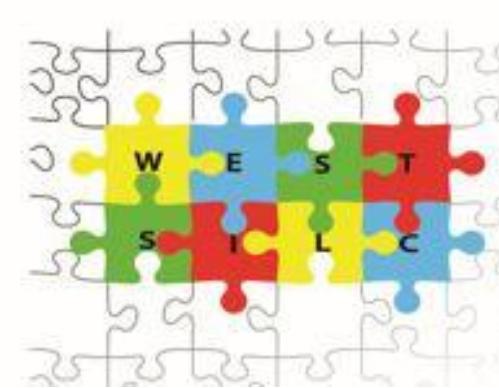
A recent systematic review found that physical activity improves behaviour, cognitive function and increases attentiveness with some studies also demonstrating benefits in specific subjects such as mathematics and English (Reeves et al., 2016). Physical activity was found to have a positive impact on behaviour and cognition for learners involved in a moderate-high intensity physical activity program.

learners are expected to take part in a large proportion of physical activity, this includes swimming, a weekly circuit training, cardiovascular exercise in a local gym. This also involves learning more about the body, what and why we exercise and the effect nutrition and hydration has on our bodies. They are encouraged to take part in a range of physical exercises as well as balancing this with a healthy lifestyle.



# WAIP long term plan

Cycle year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
West 11	7-9	<p><b>West 11 Curriculum Overview:</b> The Physical Education curriculum at West 11 is broad, balanced, and inclusive, designed to promote physical competence, personal development, and a lifelong engagement in sport and physical activity. The curriculum is sequenced to progressively build key physical and interpersonal skills across a range of activity areas</p>					
		Invasion Games	Striking and Fielding Activities	Communication and Team Building	Net and Wall Games	Emerging Sports	Summer Games and Athletics
		<p><b>West 14 Curriculum Overview:</b> Lessons are carefully differentiated to meet the diverse needs of all learners, promoting full participation regardless of ability or prior experience. Student voice is actively considered in curriculum planning, allowing for the adaptation of units to reflect individual interests and to remove barriers to engagement. The PE curriculum places a strong emphasis on developing key personal and social skills, including teamwork, leadership, and conflict resolution. These elements are embedded across all lessons to support students' broader personal development.</p>					
West 14	10-11	Invasion Games ASDAN –Sports Participation. Health, Fitness & Nutrition AQA Unit Awards Components of fitness. Methods of training. Fitness Testing. Designing a training programme (PEP) Sports Nutrition; Injury Prevention and Management	Team building OAA ASDAN Researching Sport. Sport in the Community AQA Unit Awards Researching major sports event Researching the cost of sports equipment Exploring sport in the community Sport and the Media.	Health related fitness <u>ASDAN</u> <u>Coaching</u> and Officiating; The Environment. Working in Sport AQA Unit Awards Officiating in Sport Sports Leadership Dance leadership Jobs in sport, introduction to the sports industry, designing a sports stadium, sports journalism. Student led choices The Skeletal System, Contemporary Issues in Sport	Emerging Sports ASDAN – Sports Participation Health, Fitness & Nutrition AQA Unit Awards Table tennis, boxing, football skills, diet, health and nutrition Health and wellbeing, exercising safely, outwitting opponents in rugby. Student led choices Darts, Athlete profiles, drugs in sport. Student led choices Developing Sports skills.	Net and wall games ASDAN Researching Sport. Sport in the Community AQA Unit Awards Researching major sports event Researching the cost of sports equipment Exploring sport in the community Darts, Athlete profiles, drugs in sport. Student led choices Developing Sports skills.	Striking and fielding <u>ASDAN</u> <u>Coaching</u> and Officiating The Environment. Working in Sport AQA Unit Awards Officiating in Sport Sports Leadership Dance leadership Jobs in sport, introduction to the sports industry, designing a sports stadium, sports journalism. Student led choices



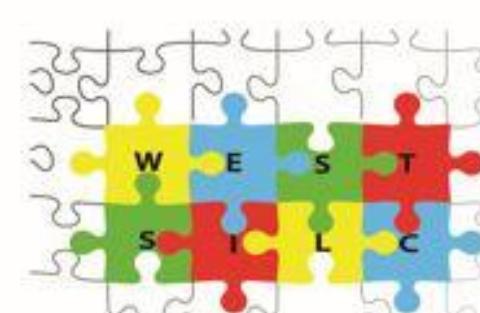
# PLC

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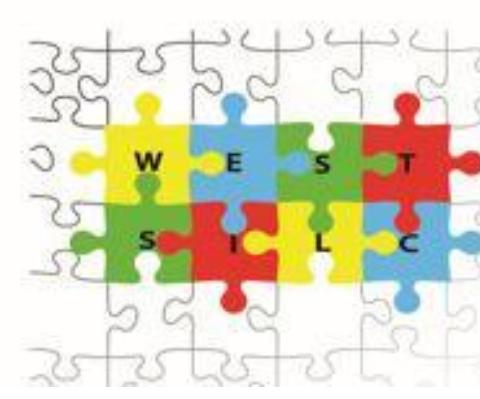
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# PLC long term plan

Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils within post-16 access a range of physical development sessions to support them to develop healthy habits in the future. Alongside <a href="#">these physical development session</a> , some pupils have access to physio programmes written by the physiotherapists to support their physical development. Other pupils will complete the Duke of Edinburgh award. All pupils will achieve a pre-vocational studies certificate which has a module linked to exercise.						
1	<b>Body awareness &amp; Movement</b> Recognising body parts (muscle groups), co-ordination and breathing.	<b>Gym &amp; Fitness introduction</b> Using equipment safely, identify how exercise affects the body.	<b>Ball skills through games</b> Throwing, catching, moving into space, teamwork.	<b>Modified team games</b> Inclusion, communication, tactical awareness.	<b>Yoga and mindfulness</b> Flexibility, breathing, reducing anxiety.	<b>Dance &amp; Expression</b> Confidence, rhythm, creativity.
2	<b>Personal choice sport block Focus:</b> Skill progression, rules, self-assessment Options: Football, yoga, gym, dance, boccia, dodgeball	<b>Body systems and healthy lifestyle</b> Body functions, nutrition, effects of exercise	<b>Fitness for me</b> Personal goals, fitness tracking, responsibility	<b>Sport specific drills and matches</b> Application of skills, working under pressure	<b>Outdoor fitness and nature walks</b> Connection to nature, stamina, mental health	<b>Healthy habits and planning</b> Holistic wellbeing, building routines, independence
3	<b>Refining chosen activity</b> Mastery, decision-making, feedback	<b>Strengthening the body and mind</b> Self-regulation, core strength, emotional resilience	<b>Create my own fitness plan</b> Goal setting, adaptation, monitoring progress	<b>Nutrition and independent living</b> Preparing for independence, energy balance	<b>Activity showcase or tournament</b> Celebration, confidence, peer encouragement	<b>Life-long fitness toolkit</b> Access to local activities, creating personal wellbeing plans



## Impact

- Learners participate in high quality PE sessions on a weekly basis.
- Learners are physically active at regular points throughout each week including PE sessions, lunch clubs and festivals and events.
- Learners develop awareness of their physical limitations and are able to move safely as a result.
- Learners develop skills that underpin life such as teamwork, sportsmanship, self-motivation, resilience and independence.
- Where appropriate learners develop awareness of the dangers of water and learn to how to move in water and how to swim if appropriate.
- Learners in the Post-16 groups develop knowledge of physical activity opportunities in the local community through community clubs or an understanding of how use community facilities such as gyms and leisure centres.
- Learners leave school having a love of sport and physical activity both in and out of school, with this continuing into later life
- Learners with physical disabilities learn how to use the physical skills to the best of their ability and make consistent progress with regards to motor development.
- Learners develop functional sitting, standing and walking skills to the best of their abilities enabling them to participate in school and family activities enriching their quality of life
- MATP events enable parents to see their children showcasing their motor skills achievements prompting the participation in similar activities at home.

# Assessment



At West SILC, the assessment of Physical Education (PE) is highly individualised and reflects the complex and unique needs of our pupils. PE assessment is pathway-dependent, ensuring that every learner's progress is measured against personal and meaningful outcomes. Each pupil has a physical small step target linked directly to their EHCP outcomes, which encompasses aspects of physical development, movement, and coordination. Progress is captured through Evidence for Learning, which records all physical skills, achievements, and developmental milestones. We recognise that every pupil's starting point, target, and pace of progress are different; therefore, progress is always celebrated relative to the individual rather than against standardised measures.

Assessment occurs continuously and through a range of approaches. Progress against EHCP outcomes is formally reviewed at annual review meetings, and families receive a detailed Annual School Report at the end of each academic year. Additionally, Parent Meeting Days, leadership observations, and pupil and parent voice contribute to a holistic understanding of progress. External validation from consultants and inspectors further supports the rigour of our assessment processes. This multifaceted approach ensures that PE—and all physical development—is celebrated as an integral part of each pupil's personal growth and achievement.

